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ABSTRACT

This handbook prepared by the Alabama State Right to Read staff is intended for the use of local Right to Read directors. The book is organized around the three levels at which Right to Read operates--local, state, and national. "History of Right to Read in Alabama" discusses training of state staff, criteria for a successful reading program, funding, and national goals and philosophy; "Local" lists phase one and phase two directors and discusses the role of the local Right to Read director, staff development, criteria for the development of successful reading programs, and commitments of local education agencies; "State" presents a state department organizational chart, the state department Right to Read staff, services available through the state department Right to Read staff, state advisory council members, the state department reading improvement committee, state department consultants, and complementary Right to Read programs; and "National" which presents state coordinators and national impact projects. (WR)

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HANDBOOK FOR RIGHT TO READ DIRECTORS

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CS 001 704

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FOREWORD

This handbook has been prepared by the State Right to Read Staff for the use of local Right to Read directors, who often need basic information readily accessible. The book is organized around the three levels at which Right to Read operates - Local, State, and National. In selecting materials for each section, an attempt has been made to include information of practical value to the local director. The handbook is designed so that as Right to Read grows, new information can be added. We encourage you to use this handbook for ready information in communicating with others and for identification of persons and agencies that are available to serve you.

Sincerely,

John A. Shelton

John A. Shelton
Coordinator
Right to Read

HISTORY OF RIGHT TO READ IN ALABAMA

OFFICIAL ACKNOWLEDGMENT

In March, 1973, Alabama was officially acknowledged as a Right to Read state, the twelfth in the nation to be so designated. Dr. Ruth Love Holloway, National Director of Right to Read, visited Alabama to notify the state of its acceptance and to address the first meeting of the State Advisory Commission. In becoming a Right to Read state, Alabama committed itself to reading as a top priority in the state educational program and was given a basic grant of $50,000 from the United States Office of Education to establish a formal organization. On July 1, 1973, Dr. Richard McBride was employed as program administrator. Mrs. Nelle Hause, who had organized efforts to secure Alabama's acceptance by National Right to Read, was named Assistant Coordinator for the state. Alabama Right to Read was officially underway. With Governor Wallace's allocation of $50,000 in revenue-sharing funds to supplement the basic United States Office of Education grant of $50,000, it was possible to employ a small staff.

PHASE I TRAINING

Alabama applied for and received an additional grant of $62,000 from the United States Office of Education to develop a program of staff-development training for local Right to Read directors. The first training workshop was conducted August 6-31, 1973, at Auburn University with fourteen directors participating. The training program in Right to Read provides that directors receive additional training during the school year after the summer session. These fourteen directors, designated Phase I directors, had ten days of training during the 1973-74 school year.

PHASE II TRAINING

Phase II of Alabama Right to Read began with a new state coordinator, Dr. John A. Shelton; fourteen new local directors; and two additional staff members, doctoral students at Auburn University. The second training session was conducted July 8 - August 9, 1974, in Auburn with Phase II directors attending the full conference and Phase I directors attending any five days they chose. As in 1973-74, additional training is provided for all directors during the school year after the summer conference.

CRITERIA AND MONITORING SYSTEM

A significant accomplishment of Phase I was the establishment of 26 criteria for a successful reading program. Widely representative groups within the state were polled and their consensus obtained through the Delphi Technique. This technique is well recognized as a valid scientific procedure for obtaining reliable consensus. Therefore, the rationale under which Alabama Right to Read proceeds, i.e., the 26 criteria, reflects the thinking of Alabama educators from every level of the educational spectrum. During Phase I progress was also made in developing a Program Planning and Monitoring System to measure local program development based on the criteria.

NATIONAL GOALS AND PHILOSOPHY

The National Right to Read effort has projected as its goal that by 1980 99% of the people in the United States under 16 years old and 90% of the people over 16 years will possess the reading skills and competencies required to function effectively and productively as adults. This effort is a coordinated, action-oriented endeavor which involves all segments of the society. As a reform program in the area of reading, Right to Read attempts to persuade the public that there is a nationwide reading problem, to determine the changes necessary to solve the problem, to persuade those who need to change to do so, to identify existing resources which can be brought to bear on the problem, and to make additional resources available. Right to Read, being neither primarily a federal project nor the endorsement of a single reading program, leaves the authority and the responsibility for overcoming reading handicaps with the states and local governments and the citizens of the community. With its focus on staff development, Right to Read proposes to utilize all available human resources to improve reading.

FUNDING

Right to Read in Alabama has operated solely on United States Office of Education funds, which are used to train local directors, provide resource personnel and technical assistance, and maintain the State Department Right to Read staff. Local directors, who must devote at least one-half time to Right to Read, are salaried by the local school systems. Allocated federal funds, however, provide for their training and for expenses incurred during the training process.

LOCAL

PHASE I DIRECTORS

ALABAMA BOYS' INDUSTRIAL SCHOOL

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CONECUH COUNTY SCHOOL SYSTEM

Mrs. Ola W. Mason, Director
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Phone: 578-1228

CULLMAN CITY SCHOOL SYSTEM

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ELBA CITY SCHOOL SYSTEM

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HOMEWOOD CITY SCHOOL SYSTEM

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HUNTSVILLE CITY SCHOOL SYSTEM

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Huntsville, Alabama 35807
Phone: 539-8105

Mrs. Miriam Riggins, Director
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Huntsville, Alabama 35807
Phone: 539-8105

MACON COUNTY SCHOOL SYSTEM

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Tuskegee, Alabama 36083
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MOBILE CATHOLIC SCHOOL SYSTEM

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Mobile, Alabama 36604
Phone: 433-9904 (St. Mary's) 433-9741

MONTGOMERY COUNTY SCHOOL SYSTEM

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Montgomery, Alabama 36111
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RUSSELL COUNTY SCHOOL SYSTEM

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Phone: 298-8791

TUSCALOOSA CITY SCHOOL SYSTEM

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Northington Campus
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Phone: 759-5705

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ALABAMA STATE TRAINING SCHOOL FOR GIRLS

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BULLOCK COUNTY SCHOOL SYSTEM

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Mrs. Robbie Richburg, Director
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CHOCTAW COUNTY SCHOOL SYSTEM

Mrs. Toreatha Johnson, Director
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Butler, Alabama 36904
Phone: 459-2130 459-3533

DOTHAN CITY SCHOOL SYSTEM

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608 East Newton Street
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ELMORE COUNTY SCHOOL SYSTEM

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FORT PAYNE CITY SCHOOL SYSTEM

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Fort Payne, Alabama 35967
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Russellville, Alabama 35653
Phone: 332-1360

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Mrs. Carol Roland Morrow, Director
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Phone: 372-3161 372-4900

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Mrs Carole Lampru, Director
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PIKE COUNTY SCHOOL SYSTEM

Mrs. Ruth W. Crawford, Director
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Troy, Alabama 36081
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THE ROLE OF A LOCAL RIGHT TO READ DIRECTOR

The primary objective of the local Right to Read director is to develop in accordance with Alabama'a Criteria for a Successful Reading Program, a comprehensive reading program for the district he serves. Exactly what the director must do and the order in which he does it depend upon his professional judgment and conditions which exist in the local district. The director who leaves a Right to Read summer training conference returns to his school system equipped with the knowledge and skills necessary for his task. What she is able to accomplish depends in large measure upon his resourcefulness and personal commitment.

In the process of developing a program, the director will be involved in the following activities:

1. Making the community and fellow professionals aware of the "reading problem," the function of a Right to Read director, and the nature of the Right to Read effort.
2. Securing widespread commitment to the Right to Read effort - from school administrators, teachers, the media, and service groups.
3. Conducting a needs assessment which will inventory school and community resources and deficiencies that relate to the improvement of reading.
4. Establishing priorities in terms of resources to be tapped and deficiencies to be tackled.
5. Developing immediate and long-range goals and objectives.
6. Designing a program that will accommodate these goals and objectives.
7. Securing approval of the program and implementing it.
8. Evaluating the program in terms of the 26 criteria and student improvement.

More specifically the Right to Read director performs the following types of duties:

1. Plans and conducts inservices.
2. Works with committees in developing school-wide scope and sequence.
3. Brings in state department staff members for advisory council meetings and proclamation days.
4. Invites special consultants to fulfill crucial needs.
5. Speaks to PTA's, civic clubs and ladies' clubs to promote volunteer efforts.
6. Conducts training sessions for volunteers.
7. Provides news releases for local papers, radio, and television.
8. Works as a resource person with teachers individually or in small groups.
9. Acquaints secondary teachers with the role they can play in developing reading skills and trains them for that role.

The single most important attribute of the local director is the ability to relate to others diplomatically; to communicate enthusiasm, knowledge, and skills to others; and to utilize and develop leadership in the professional staff and in volunteer personnel. The Right to Read director is not to design

and impose a program; he is, rather, to provide the technical assistance, stimulation, and coordination so that the professionals within the system can evolve and implement a program of their design. Essentially, the Right to Read director is a good leader. His leadership efforts are directed toward increasing literacy and developing better reading skills.

INSERVICES

A critical factor in the success of any reading program is staff development. The National Right to Read Effort sets staff development as a priority in its funded programs, stressing the importance of well-trained knowledgeable teachers who understand the reading program and who know how to implement it. The newest, most carefully prepared materials are generally worthless unless used under the direction of a competent teacher. Since many classroom teachers, particularly at the junior high and senior high levels, have had no previous experience or training in the fundamentals of teaching reading, an inservice training program is essential to a viable reading program. Such an inservice program will provide motivation for continued growth and understanding of the application of skills not only to the teaching of reading but to content area subjects as well.

Although the needs of each school or district are different and every program must be designed around those needs, there are some common concerns which should be goals for almost every program. The staff development program should aid those directly involved with the reading program and should include training in the following skills:

1. Identification of individual needs of students and suggested strategies for meeting them.
2. Restructuring the curriculum to accommodate the range of reading ability among students.
3. Proper selection and use of a wide variety of instructional materials.
4. Classroom management, including flexible grouping of students for effective teaching.
5. Identifying reading competencies to be developed.
6. Methods for the development of balanced, effective use of word recognition skills and comprehensions skills with an emphasis on critical reading.
7. Proper use of audio-visual equipment, library materials, and supplementary resources.
8. Evaluation of pupil progress, pupil needs, and other phases of evaluation such as the understanding of test data and tests.
9. Building interest in and motivation for reading.

Recommended approaches to staff development include college extension courses, workshops on evenings or Saturday mornings or on released time, reading conferences sponsored by local IRA councils or universities, seminars sponsored by the target school, demonstration lessons by master teachers with a school or visiting specialist, classroom visitations within the target school or to reading centers at other schools, and consultant teams or school specialists who work directly with individual teachers or a group of teachers.

Directors, in planning the inservice format, should also be cognizant of the following alternatives:

1. Lecture - to give straightforward information
2. Demonstration - to show specific teacher and/or pupil behavior

3. Observation - to show consultant "how they do it"
4. Interviewing: Personal or Group - to meet specific individual needs
5. Brainstorming - to generate ideas
6. Buzz Sessions - to achieve intense group interaction
7. Group Discussion - to share information and develop understandings
8. Role Playing - to get participants to live the real situation
9. Visitation - to show "how it's done"

Excellent sources of information are two IRA publications: Inservice Teacher Training in Reading by Lawrence G. Moburg and Inservice Education to Improve Reading Instruction by Wayne Otto and Lawrence Erickson. The information given here has been taken from IRA newsletters.

CRITERIA FOR THE DEVELOPMENT OF SUCCESSFUL READING PROGRAMS

I. ORGANIZATION AND ADMINISTRATION

A. Program

1. Each local education agency teacher of reading uses a scope and sequence of learnings designed to insure the acquisition of reading skills.
2. There is coordination and articulation between all federally funded, volunteer, and other reading and language arts programs with the basic reading curriculum.
3. A continuous record-keeping system of reading progress is maintained for each individual student.
4. The local education agency works cooperatively with existing pre-school components to coordinate and articulate reading programs.
5. The local education agency has an adult basic education reading component.
6. The local education agency has a continuous educational program which includes provision for summer instruction in reading.
7. The board of education of the local education agency has an incentive program for teacher staff development in reading.
8. Each school in the local education agency has a media center which is operated on an open basis and is readily accessible to students and teachers.
9. The local education agency has a complete testing system which includes the use of criterion-referenced measures.

B. Staff

1. The local education agency varies the student/teacher ratios as necessary to meet the objectives of the reading instructional program.
2. The local education agency has a continuous staff development program in reading for all teachers, administrators, and supportive personnel.
3. The local education agency provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.
4. The local education agency has trained volunteer helpers in reading instruction.
5. Each school in the local education agency has a media center which is staffed by professional and supportive personnel.
6. The local education agency has a director of all reading activities who has the authority, responsibility and time granted by the superintendent and board of education to organize, implement and coordinate a comprehensive reading program.

C. Community Relations

1. Each local education agency has a reporting system that fully, accurately, and specifically communicates a student's progress in reading to parents.
2. The local education agency introduces, explains, and periodically reports the reading program to the school community.
3. The local education agency shows willingness to share instructional methods and materials which have proved effective in reading programs.

II. INSTRUCTION

1. Teachers of reading at the junior and senior high school levels have a demonstrated knowledge of developmental reading as it relates to the reading curriculum of the local education agency.
2. Provisions are made for teaching every student at his own instructional level and learning rate.
3. The teaching-learning environment is conducive to the development of positive attitudes toward reading.
4. Every teacher demonstrates a knowledge of various methods and techniques used in the teaching of reading to make provision for the differences that exist among students.

III. FACILITIES AND MATERIALS

1. Appropriate supplementary reading materials to support the basic reading curriculum are provided and utilized.
2. Materials are utilized which recognize different races, cultures, and sexes.
3. A wide variety of supportive media on all levels of learning is available and readily accessible.
4. Instructional and practice reading materials are filed in a central location in each school for use by all teachers as needed.

COMMITMENTS FOR A LOCAL RIGHT TO READ PILOT SCHOOL SITE

1. Adopt and publicize a formal resolution of the local board of education affirming that the improvement of reading at all levels is a priority concern in the local school districts.

2. Appoint a full-time or part-time local Right to Read Coordinator funded by the local education agency and provide assurance from the superintendent and local board of education that the coordinator will be given the authority to implement the local education agency plan of action.

3. Provide the time for the local Right to Read Coordinator to participate in the total program of training established by the State Right to Read Office.

4. Establish a local Right to Read Advisory Council to provide support for the Right to Read activities.

5. Develop a local education agency plan of action congruent with the State Right to Read Plan which reflects goals and objectives and strategies for reaching the stated goals and objectives.

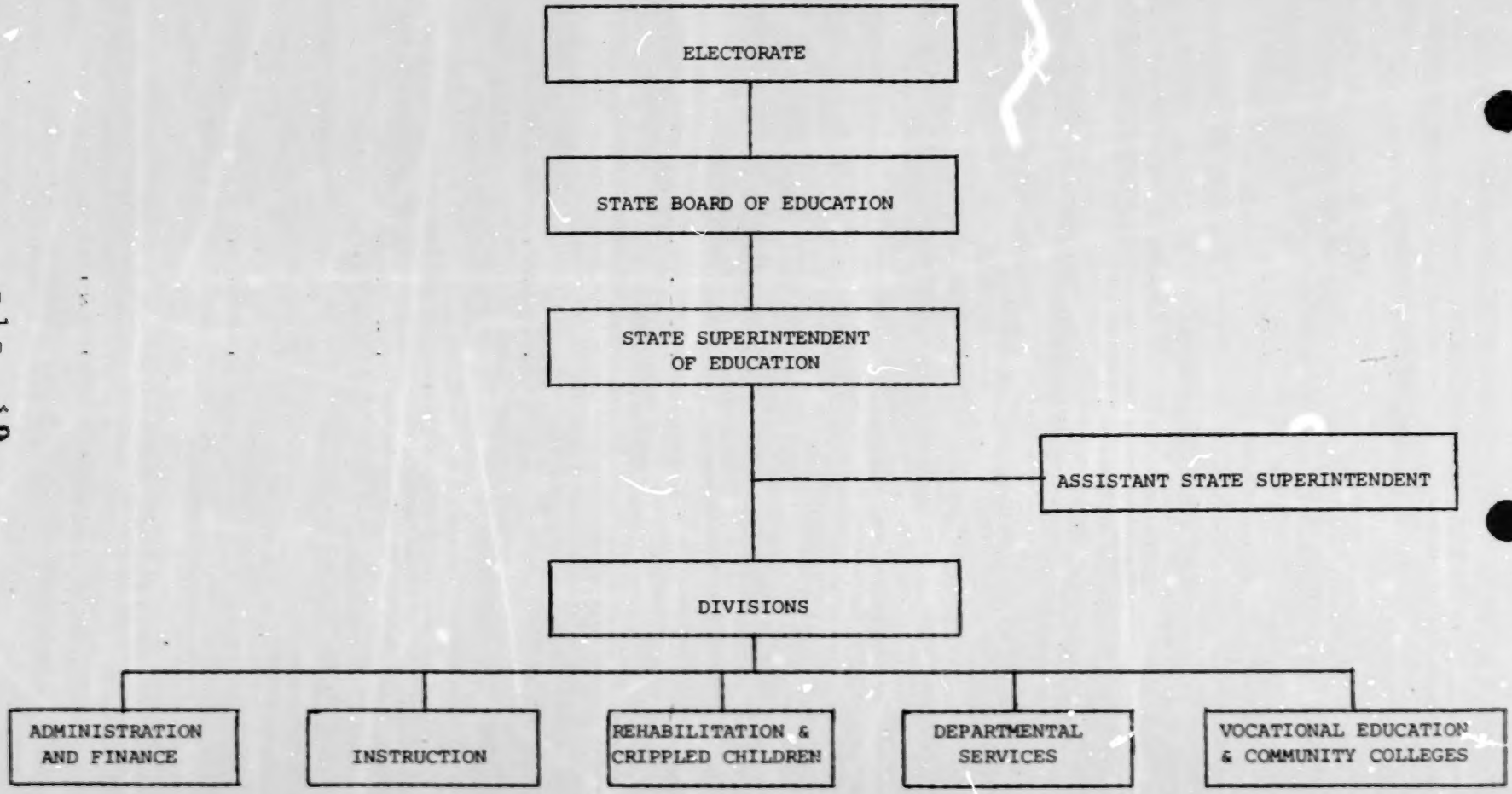
6. Implement the local education agency plan of action.

7. Provide continuous staff development activities in reading for teachers, administrators, and other support personnel.

8. Accept, schedule, and host visitors who wish to discuss and/or observe the Right to Read Program in the local education agency.

STATE

ALABAMA
STATE DEPARTMENT OF EDUCATION



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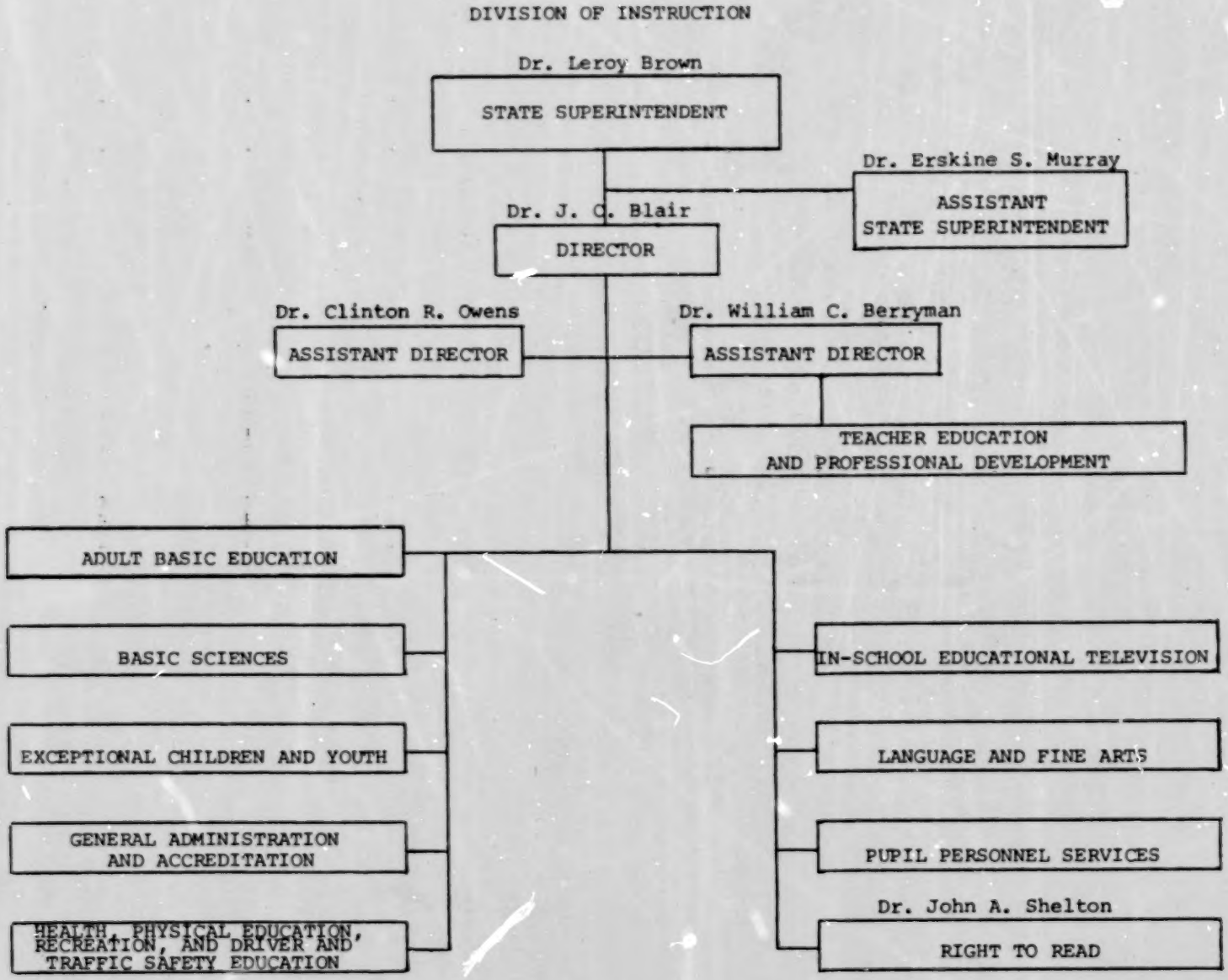
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LANGUAGE AND FINE ARTS
PUPIL PERSONNEL SERVICES
Dr. John A. Shelton
RIGHT TO READ

STATE DEPARTMENT OF EDUCATION RIGHT TO READ STAFF

DR. JOHN SHELTON, COORDINATOR

Education: B.S., Jacksonville State University; M.A., Ed.D., University of Alabama
Experience: Teacher; Coach; Principal; Superintendent; State Department Coordinator

MRS. NELLE HAUSE, ASSISTANT COORDINATOR

Education: A.B., Troy State University; M.Ed., A.A., Auburn University
Experience: Elementary Teacher; Reading Specialist

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Education: B.S., Florence State University; M.A., University of Alabama
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MRS. SUSAN BENDER, GRADUATE ASSISTANT

Education: B.A., University of Michigan; M.Ed., Ed.S., University of Maine
Experience: Elementary Teacher; Secondary Teacher

MISS LINDA BROOKS, GRADUATE ASSISTANT

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Experience: Secondary Teacher

COOPERATING SPECIALISTS

Dr. Ronald Noland
School of Education
Auburn University

Dr. Terry Ley
School of Education
Auburn University

SERVICES AVAILABLE THROUGH STATE RIGHT TO READ OFFICE

1. Consultants for Inservice

   A. State Department of Education Right to Read staff
      1. Mrs. Nelle Hause
      2. Mrs. Elizabeth Emens
      3. Mrs. Susan Bender
      4. Miss Linda Brooks

   B. Paid consultants upon request as funds permit

2. Public Relations

   A. Dr. John Shelton and others of the staff are available to participate in special programs such as Proclamation Days, Right to Read Days, Advisory Council Meetings, Task Force Meetings, and conferences with administrators.

   B. The Alabama Right to Read newsletter is sent monthly to local directors, superintendents, principals, and supervisors of instruction. Extra copies are available upon request. Directors are urged to get information about their systems into the office for inclusion in the newsletter.

   C. The IRA bulletin is sent out from this office to local directors.

   D. "Alabama Right to Read," an informational brochure is available.

3. Duplicated Materials

   A limited file of materials are on hand. Directors are encouraged to notify the Right to Read office of specific needs so that sample copies may be mailed. The following categories indicate the range:

   A. Bibliographies

   B. Class Organization and Program Planning

   C. Comprehension

   D. Content-area Reading

   E. Diagnosis

   F. Directed Reading Lessons

   G. Games and Activities

H. Informal Reading Inventories

I. Phonics

J. Readability Formulas

K. Recreational Reading

L. Scope and Sequence

M. Structural Analysis

N. Study Skills

O. Vocabulary

P. Word Lists

4. Volunteer Tutor Handbooks

5. Audio-Visuals

A. Series of ten 16mm films on "Reading in Content Areas"

B. The Right to Read Film

C. The Right to Read Filmstrips

ALABAMA RIGHT TO READ ADVISORY COMMISSION

1974-1975

To a great extent the role of the Advisory Council is one of promoting and publicizing Right to Read. Its members work to arouse citizens to the goals, methods, and possible benefits of Right to Read. They offer council for State Right to Read personnel in regard to further progress and development.

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Birmingham City Schools
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Birmingham, Alabama 35202

Mrs. George C. Wallace
Governor's Mansion
South Perry Street
Montgomery, Alabama 36104

READING IMPROVEMENT COMMITTEE

The Reading Improvement Committee was formed to provide coordination of reading programs and activities within the State Department of Education and to strive for the improvement of reading throughout Alabama.

Mrs. Sue Akers
Dr. Bill Baxley
Dr. William Berryman
Dr. J. C. Blair
Mrs. Elizabeth Clark
Mrs. Elizabeth Emens
Mr. Earl Gates
Mrs. Yvonne Hargrove
Mrs. Nelle Hause
Mr. Leon Hornsby
Mr. Sam Hughston
Dr. W. H. Kimbrough
Mr. Stephen McAliley
Mrs. Barbara McMillin
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Mr. Horace McWhorter
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Dr. David Nettles
Dr. Clinton Owens
Mr. Norman Parker
Miss Naomi Scales
Dr. John Shelton
Mr. Ed Spear
Mrs. Bobbie Walden
Mr. Clark Williams
Mr. Clifton Youngblood

The purpose of the Ad Hoc Committee is to identify in specific terms what actions the State Department can take to improve reading.

Dr. John Shelton, Chairman
Mrs. Elizabeth Clark
Mrs. Barbara McMillin
Mr. Warren Mitchell
Mrs. Bobbie Walden
Mr. Clark Williams

STATE DEPARTMENT OF EDUCATION CONSULTANTS

Adult Basic Education

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COMPLEMENTARY RIGHT TO READ PROGRAMS IN ALABAMA

Right to Read has several distinct components in Alabama.

1. ADULT BASIC EDUCATION SPECIAL RIGHT TO READ PROJECT
This component carries the Right to Read concept to homes of non-reading adults through door-to-door recruiting and home-based instruction. Paraprofessionals are used to recruit adults into present Adult Basic Education programs in five counties. Adults who cannot or will not attend regular classes are furnished a home-based instructor.

   Personnel in charge of this special project are Mrs. Bobbie Walden, Project Director, at the State Department of Education; Mrs. Yvonne Hargrove, Area Supervisor for the counties of Montgomery, Macon and Russell; and Mrs. Jo Smith, Area Supervisor for the counties of Jefferson and Tuscaloosa.

2. PILOT-SCHOOL SITES
The directors for whom this handbook is prepared represent the 26 pilot school sites in Alabama. To become a pilot site the local school system must complete a formal application, submit documents which show the system to meet criteria for selection as a pilot site, and agree to comply with National Right to Read Commitments for selection as a pilot school site. One objective of these sites is to establish and implement a systematic statewide approach toward:
   1. Determining the scope of the reading problem through an assessment of needs
   2. Developmental activities directed toward a coordinated statewide approach
   3. Preparation of local education agency reading directors, and
   4. The maintenance and support of LEA efforts in reading program improvements.

3. PRE-SERVICE TEACHER EDUCATION RIGHT TO READ PROJECTS
Dr. Norwida A. Marshall directs a Right to Read specially funded project at Oakwood College, Huntsville, Alabama. The new reading program focuses on up-grading the teaching skills of those preparing to teach, by increasing the number of hours (from four to nine) to be spent in on-campus study and by providing practicum work at elementary schools in Huntsville. At the same time the program increases the expertise of experienced teachers who work with college students in these pre-teaching experiences and who participate in special workshops with visiting consultants.

   Dr. Lynette Gaines directs a Pre-Service Teacher Education Right to Read Project at the University of South Alabama, Mobile, Alabama. Two teachers are involved in the project, which attempts to strengthen courses in the teaching of reading by adding a new course and by enlarging the Reading Center to accommodate all students in reading courses.

4. SCHOOL-BASED AND COMMUNITY-BASED SITES
These programs were in operation during school years 1972-73 and 1973-74

to provide enrichment in reading for young adults beyond high school age. Now phased out, community-based sites were located at the University of South Alabama in Mobile, Bishop State Junior College and Lawson State Community College, both in Birmingham. Alabama's one school-based site, Ridgecrest Elementary in Phenix City has also been phased out.

5. SPECIAL READING PROJECTS

These were begun in the 1974 fiscal year as demonstration projects to encourage quality reading programs within an integrated setting (20-50% minority enrollment). Fifty-one school sites from 15 states were chosen for three-year grants funded through ESAA. These projects involve planning and implementation under the leadership of a principal with a representative Unit Task Force. Selected activities vary, but the approach throughout is diagnostic-prescriptive. Alabama has three such reading projects: Miss Annie Mae Logan heads one at Harrison Elementary School in Montgomery; Mr. Marvin Rolman at East Clinton Elementary School in Huntsville; and Mrs. Addieleen Prescott at Elba Elementary School in Elba, Alabama.

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* New England Consortium State Education Agencies

1. Connecticut
2. Maine
3. Massachusetts
4. New Hampshire
5. Rhode Island

Although not every state receives funds from Right to Read, every state except Hawaii has named a Right to Read Coordinator to serve as a liaison between the federal government and the state department of education.

RIGHT TO READ'S NATIONAL IMPACT PROGRAMS

These national impact projects are a vital part of the Right to Read Effort. Many of the projects are now in progress; some are completed and their materials are available for local directors. Additional information about any of the projects listed may be obtained from the Right to Read Effort, Room 2131, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

I. Materials and Dissemination

A. Packaging Successful Programs - American Institute of Research is packaging up to 25 of the best reading programs developed throughout the country.

B. Systematic Assessment and Planning Materials - These materials were prepared by Right to Read and are available from state coordinators to help schools gather data on student achievement, faculty skills and training needs, and reading materials and approaches.

C. Tutor Training Packages - Three titles are included under this heading. The Tutor Resource Handbook for Teachers includes helpful ideas for teachers who have tutors in their classroom. The Tutor Resource Handbook contains basic material necessary for tutors to develop their role. Tutor Trainer's Resource Handbook contains information to help tutor trainers set up local programs, train tutors, and orient teachers to the use of tutors in the classroom.

D. Pre-school Parents Kits - In cooperation with the National Urban Coalition, Right to Read has developed a prototype toy and book kit to be used by mothers of pre-school children to teach them readiness skills through play.

E. Bilingual Teaching Material for Children - Right to Read has initiated a project to develop a program for teaching Spanish speaking children (pre-school through grade 3) to read in Spanish, the language they best understand.

F. New Right to Read Film - This film highlights efforts at many demonstration sites and describes tactics and strategies of the Right to Read Effort.

G. Radio and TV Spots - These are planned to encourage schools, businesses and community groups, and the general public to get involved in programs to improve their reading abilities and help others to do the same.

II. Teacher Training

A major new program provides grants for teacher training institutions interested in establishing or restructuring reading programs for students

preparing for a teaching career.

III. Administrative Training

Right to Read contracted with organizations - George Washington University, Bank Street College, and the National Association of Elementary and Secondary School Principals - to conduct seminars to sharpen the leadership skills of administrators in Right to Read demonstration sites. Each of these organizations is preparing a book relating to the role of principals in meeting reading problems.

IV. Special Programs for Adults

A. Bilingual Television Literacy Programs - Two separate sets of vidiotaped reading instruction programs for use on television are being prepared. One set is designed for teaching reading to adults who speak English, and the other will teach adults who speak only Spanish.

B. Tutor Training Centers and Adult Academies - Tutor Training Service Centers will train tutors to teach reading to adults and then seek to establish Adult Academies, i.e., learning centers in cooperation with public agencies, private businesses, schools, and current adult education programs.

C. Mini-Assessment - Results of this project will indicate what sort of reading programs to offer and what teaching skills to upgrade in order to improve reading levels of young people who have remained in school through age seventeen.

V. Cooperative Ventures with Other Groups

A. Cooperative Seminars - Dr. Ruth Love Holloway is meeting with influential industrial and business leaders to interest them in joining Right to Read's battle against illiteracy.

B. University Seminars - These are planned by Dr. Holloway to bring together prominent university educators and educational practitioners to discuss needs in reading and formulate plans for eventual university contributions to the Right to Read Effort.

C. Reading Is Fundamental - This organization joins forces with Right to Read and operates programs in approximately 25 Right to Read Schools throughout the country. RIF provides paperback books for children.

D. The American Association of School Librarians - This group has produced three brochures: "The Reading Management Team", "The Role of the Media Specialist", and "Essentials for a Literacy Campaign".

E. The International Reading Association - This group continually supports Right to Read by disseminating information on its goals, activities, and demonstration programs.

F. The National Institute of Education - This institute, formed by Congressional Act and dedicated to research and development in the field of education, has put special focus on the Reading section of its essential skills program to help Right to Read determine the skills necessary for fourth to eighth grade students to read satisfactorily.

G. The Cross Bureau Cooperation Policy - This group was formulated within the Office of Education to enable employees of different governmental bureaus to communicate on common problems. Right to Read has been an active participant in these meetings.

H. The Federal Interagency Committee on Education - This committee includes representatives from Right to Read and other governmental agencies, such as the Veterans Administration and Labor, Agriculture, Interior, and Justice departments. Right to Read is sponsoring several cooperative studies with some of these agencies to determine common reading concerns and to become familiar with how these agencies deliver technical assistance to their various projects.